

# **IHE Master's of School Administration Performance Report**

## **The University of North Carolina at Greensboro**

**2013 - 2014**

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### **Overview of Master's of School Administration Program**

The Department of Educational Leadership and Cultural Foundations (ELC) is responsive to the statewide need for administrators and is committed to providing programs that are both easily accessible and appropriate for 21<sup>st</sup> century students and schools. To that end, the department is actively engaged in the field, interacting with both teachers and administrators to assess needs for revision of programs and delivery options. The program underwent a major review and re-visioning, delivering their new “blueprint” for the MSA program to the State Department of Instruction in summer, 2009. However, program review and improvement are continuous. The newly revised online Post Master’s Certificate in Urban Administration will begin in fall of 2014. Presently, the department offers a Master of School Administration and two Post-Master’s Certificates, one in School Administration and one in School Administration Specialized Education, as well as Educational Specialist and Doctoral Programs in School Leadership.

The department faculty also provide a wide variety of professional development activities, including formal partnerships and as-needed presentations, that support both beginning and career teachers. In 2013-14, workshops and presentations focused largely on traditional concerns for administrators, such as their own leadership knowledge and skills and building leadership capacity among their faculty and staff members. However, ELC faculty also recognized the relationships among leadership and the 21<sup>st</sup> century realities of schools and students. To address these realities, the faculty provided extended and short term coaching and professional development about inclusive practice, legal issues related to students with exceptional needs, integration and use of technology, and other topics. In addition, the faculty was actively engaged in the field, providing coaching and other support. Race to the Top (RttT) funds continued to provide an additional formal structure for building leadership among North Carolina administrators, preparing three cohorts of administrators for high need schools. In this program, the Piedmont Triad Leadership Academy, coaches met students in the field on a weekly basis, while students took university coursework and were engaged in professional development that focused on issues such as classroom walkthroughs, teacher evaluations, and Common Core State Standards.

While faculty members focus on providing coursework, professional development and support for administrators, they have also provided workshops for teachers in partner districts and in school districts in other states.

### **Special Features of the Master's of School Administration Program**

A central feature of the MSA program is the integration of intellectual, social, and reflective inquiry to prepare school leaders who work toward a just and caring democratic society in which schools serve as centers of inquiry and forces for social transformation. Candidates’ hallmark projects help achieve this macro objective. In 2013-2014, the Department of Educational Leadership and Cultural Foundations

(ELC) continued to refine the capstone experience in which graduating students prepare and defend a portfolio of their work, including a reflective essay on their learning and experience in the MSA program. The faculty also continued to develop online/distance education components for a number of courses to add to the department's menu of online options.

Requirements for the MSA program, including internships, are aligned with the standards of the Educational Leadership Constituent Council (ELCC) and the North Carolina School Executive Standards.

### Direct and Ongoing Involvement with and Service to Public Schools

LEAs/Schools with whom the Institution has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools and Rationale	Activities and/or Programs Implemented to Address the Priorities	Starting and Ending Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
<b>Piedmont Triad Leadership Academy (PTLA)</b>  The Department of Educational Leadership and Cultural Foundations and the Piedmont Triad Education Consortium (PTEC), in partnership with Asheboro City Schools Alamance/ Burlington School System Guilford County Schools Winston-Salem/Forsyth County Schools	<b>Goal:</b> NC public schools will produce globally competitive students. <b>Goal:</b> NC public schools will be led by 21st Century professionals. <b>Goal:</b> Leadership will guide innovation in NC public schools. <b>Goal:</b> NC public schools will be governed and supported by 21 <sup>st</sup> Century systems.  Specifically, the goal is to prepare principals for high need schools.	The <b>Piedmont Triad Leadership Academy (PTLA)</b> is a partnership among UNCG, PTEC, and four area school districts. Funded for three years of operation through a \$6.17 million federal "Race to the Top" grant distributed by the North Carolina State Board of Education, PTLA trains future principals of high need schools. PTLA participants are paid to serve as full-time administrative interns under the direction of mentor principals in high need schools.	2011-14	63 principals:  Year 1: 21 completed June 2012  Year 2: 20 participants will complete June 2013  Year 3: 22 participants will complete June 2014.  5 faculty	In 2013-2014, <ul style="list-style-type: none"> <li>90% of graduates from PTLA gained or maintained school leadership positions.</li> <li>faculty made over 700 coaching visits to PTLA participants and program completers.</li> <li>the program served its third group of 20+ students selected from over 195 interested candidates.</li> <li>the curriculum focus included alignment with DPI District and School Transformation principles of best practice.</li> </ul>
<b>Golden Leaf Grant Collaboration for Leadership and Technology</b>  Department of Educational Leadership and Cultural Foundations &	<b>Goal:</b> NC public schools will be led by 21st Century professionals. <b>Goal:</b> Leadership will guide innovation in NC public schools. <b>Goal:</b> NC public schools will be	ELC and LIS recruited participants for leadership, coaching and technology training, supported by a \$200,000 award from the Golden Leaf Grant/Contract for 21st Century. The program targets tier	2013-14	Total of 124 participants in teams that included 16 teachers 16 principals 12 Directors of Technology/ CTOs 16 Media	16 Principals, 12 Directors of Technology/CTO, 16 Media Specialists and 16 Teachers participated in yearlong leadership development and coaching support to produce plans of of action for transforming individual schools and districts into 21 <sup>st</sup> century learning systems –

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Department of Library and Information Studies, in partnership with <ul style="list-style-type: none"> <li>• Alleghany County Schools</li> <li>• Bertie County Schools</li> <li>• Bladen County Schools</li> <li>• Edenton-Chowan Schools</li> <li>• Edgecombe County Schools</li> <li>• Hertford County Schools</li> <li>• McDowell County Schools</li> <li>• North Hampton County Schools</li> <li>• Rockingham County Schools</li> <li>• Scotland County Schools</li> <li>• Stokes County Schools</li> </ul>	governed and supported by 21 <sup>st</sup> Century systems.  Specifically, the project provides leadership and technology training for administrators in high need schools.	one economically disadvantaged counties, as requested by Golden Leaf Foundation.  The project provided yearlong leadership development (six sessions) and coaching support 2013-2014, along with funding for teachers from each county to enroll in an online post-baccalaureate certificate program in preparation for North Carolina licensure (Special Endorsement in Computer Education).		Specialists 2 faculty  12 teachers also participated in a post-baccalaureate certificate program to prepare for North Carolina licensure (Special Endorsement in Computer Education).	Personalized 1:1 schools/districts.  12 teachers are eligible for North Carolina licensure (Special Endorsement in Computer Education) and to serve in the role of Instructional Technology Facilitator in their schools.
<b>P.A.C.E (Personalized Achievement, Curriculum and Environment) Partnership for Leadership</b>	<b>Goal:</b> NC public schools will be led by 21st Century professionals. <b>Goal:</b> Leadership will guide innovation in NC	The P.A.C.E Partnership, funded by a Race to the Top (RttT) Grant, provided leadership development training and coaching support	2013-14	24 middle school principals and 4 person school-level teams 2 district level	Participants developed plans of action for each middle school as they implement Personalized Learning in the district and, through a focused team effort, in

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<p><b>Development</b></p> <p>Department of Educational Leadership and Cultural Foundations, in partnership with Guilford County Schools:</p> <ul style="list-style-type: none"> <li>Academy at Lincoln Middle School</li> <li>Allen Middle School</li> <li>Allen Jay Prep Middle School</li> <li>Aycock Middle School</li> <li>Brown Summit Middle School</li> <li>Eastern Middle School</li> <li>Ferndale Middle School</li> <li>Guilford Middle School</li> <li>High School Ahead Middle School</li> <li>Jackson Middle School</li> <li>Jamestown Middle School</li> <li>Johnson Street Middle School</li> <li>Kernodle Middle School</li> <li>Mendenhall Middle School</li> <li>Northeast Middle School</li> <li>Northern</li> </ul>	<p>public schools.</p> <p><b>Goal:</b> NC public schools will be governed and supported by 21<sup>st</sup> Century systems.</p> <p>Specifically, the project provides workshops and coaching support for school administrators and instructional technology facilitators in the areas of leadership and technology.</p>	<p>to 24 middle school principals, 11 Personalized Learning Environment Facilitators (PLEFs: instructional technology facilitators) and the Executive Director of Technology.</p> <p>Through the project, individual plans for actions were developed for each middle school as they implement the district mandate for Personalized Learning, which provides an electronic device for each student (1:1) and personalizes learning through the use of technology.</p>		<p>administrators</p> <p>1 faculty</p>	<p>individual schools.</p>

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<p>Middle School</p> <ul style="list-style-type: none"> <li>Northwest Middle School</li> <li>Hairston Middle School</li> <li>Kiser Middle School</li> <li>Penn-Griffin Middle School</li> <li>Southeast Middle School</li> <li>Southwest Middle School</li> <li>Southern Middle School</li> <li>Welborn Middle School</li> </ul>					
<p><b>Leadership Development for Special Educators</b></p> <p>Department of Educational Leadership and Cultural Foundations, in partnership with Guilford County Schools</p>	<p><b>Goal:</b> NC public schools will be led by 21st Century professionals.</p> <p>Specifically, the project supported leadership development for district level special education administrators.</p>	<p>UNCG faculty and district special education administrators of the Office of Exceptional Children (OEC) Leadership Team met for strategic planning, organizational development, and operations management. Faculty also met with district administrators regarding leadership development.</p>	2013-14	40 district administrators 1 faculty	The collaborative meetings contributed to strategic planning, program development, and leadership development as the OEC moves to a new organizational structure.
<p><b>Inclusionary Practice Using a Co-Teaching Model</b></p> <p>Department of Educational Leadership and Cultural Foundations, in</p>	<p><b>Goal:</b> NC public schools will produce globally competitive students.</p> <p><b>Goal:</b> NC public schools will be led by 21st Century professionals.</p> <p><b>Goal:</b> NC public</p>	<p>The McMichael Inclusion Team attended four professional development workshops; visited Bassett (VA) High School; and engaged in planning, implementation and</p>	2013-14	1 administrator 12 teachers 1 UNCG faculty member 2 UNCG administrative interns	<p>Teachers participated in professional development regarding planning and implementation of a co-teaching model. The school is prepared to employ a co-teaching inclusionary model in 2014-15.</p> <p>Participants also acquired</p>

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partnership with Rockingham County Schools: Dalton McMichael High School (USTEP Project)	<p>school students will be healthy and responsible.</p> <p>Specifically, the goal of the partnership is to improve inclusionary practice using a co-teaching model.</p>	books study. Faculty also provided support for the implementation of co-teaching and inclusive practice.			professional books regarding co-teaching.
<p><b>Leadership Development in Professional Learning Communities</b></p> <p>Department of Educational Leadership and Cultural Foundations, in partnership with Asheboro City Schools: McCrary Elementary School</p> <p>Randolph County Schools: Ramseur Elementary School</p>	<p><b>Goal:</b> NC public schools will produce globally competitive students.</p> <p><b>Goal:</b> NC public schools will be led by 21st Century professionals.</p> <p>Specifically, the project goal is to improve math instruction and learning at two low-performing, high risk, and/or priority schools.</p>	<p>Faculty, teachers and administrators participated in a leadership professional learning community (PLC) at each school to support, extend and sustain the professional development that was offered as part of the Core Math II project, which promotes student-centered math instruction.</p> <p>The leadership PLCs, meet monthly for 90 minutes using a structure that encourages crucial professional development and collaboration related to math instruction and learning. The PLCs also focus on collaborative, reflective problem-</p>	July 2013-June 2014	<p>McCrary Elementary: 3 teachers 2 administrators</p> <p>Ramseur Elementary: 3 teachers 2 administrators</p> <p>1 faculty</p>	<p>The Leadership Professional Learning Communities supported, extended and sustained the professional development of Core Math II, which promotes student-centered math instruction.</p> <p>The project will end in Summer 2014. Data are being collected using faculty and administrator surveys, focus groups, and the <i>Professional Learning Community Assessment-Revised</i>.</p>

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		solving (using the Critical Friends Protocol) and Cognitive Coaching.			

## II. CHARACTERISTICS OF STUDENTS

### A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	17	Black, Not Hispanic Origin	43
	Hispanic		Hispanic	3
	White, Not Hispanic Origin	41	White, Not Hispanic Origin	53
	Other	1	Other	2
	<b>Total</b>	<b>59</b>	<b>Total</b>	<b>101</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	10
	Hispanic	1	Hispanic	
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	12
	Other		Other	
	<b>Total</b>	<b>11</b>	<b>Total</b>	<b>22</b>
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	10
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	4
	Other		Other	
	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>14</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	7
	Hispanic	1	Hispanic	2
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	12
	Other		Other	2
	<b>Total</b>	<b>7</b>	<b>Total</b>	<b>23</b>



**B. Quality of students admitted to programs during report year.**

MSA	
MEAN GPA	3.69
MEAN MAT New Rubric	394
MEAN MAT Traditional	*
MEAN GRE New Rubric	299
MEAN GRE Traditional	933
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	13.49
NUMBER EMPLOYED IN NC SCHOOLS	178
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	

**C. Program Completers (reported by IHE).**

Program Area	Masters Degree		Graduate Licensure Only	
<b>PC</b> <b>Completed program but has not applied for or is not eligible to apply for a license</b>	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
<b>LC</b> <b>Completed program and applied for license</b>				
School Administration	11	31	16	6
Comment or Explanation:				

**D. Time from admission into School Administration program until program completion.**

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded		16	1	2		
G Licensure Only	13	3	1			2
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded						
G Licensure Only	1	1				1
Comment or Explanation						